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ABSTRACT

The guide to the Special Education Resource System (SERS) of the Flour Bluff (Texas) school system contains policies and procedures regarding organization, services, and process of the system. Noted is the SERS purpose of providing information and access to appropriate instructional media and materials for special education personnel. Briefly considered are the annual SERS needs assessment and SERS organization (including responsibilities of the Director of Special Education or his representative, special education teachers, and SERS advisory groups). SERS services are itemized and include loan of instructional items, training activities, a centralized catalog system, an information retrieval program, information dissemination, and demonstration of instructional equipment and materials. Specific procedures concerned with such aspects as eligible users, ordering materials, loan of materials, purging, receipt of materials, and the information retrieval system are explained. Policy regarding access to other resources including textbooks for special education, materials for the visually handicapped, and technical assistance is summarized. A reference section includes suggested criteria for the selection of instructional materials, an "Analysis of Instructional Material" form and suggestions for its completion, a requisition form, a materials inventory sheet, and a subject code guide. (DB)

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SPECIAL EDUCATION RESOURCE SYSTEM

JUNE 1981

GEORGE J. KAMPERT

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EC 140 389

DEPARTMENT OF SPECIAL EDUCATION

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SPECIAL EDUCATION RESOURCE SYSTEM

I. PURPOSE

The Special Education Resource System is (A) to provide for the delivery of media, materials and other resources by the department of special education; (B) to provide a system for the management and accountability of instructional equipment and materials purchased with special education funds; and (C) to assist special education personnel in becoming more knowledgeable and more competent in selecting appropriate instructional equipment, materials and programs for the handicapped through training activities and material demonstrations.

II. PLANNING

An annual SERS needs assessment is to be conducted by the department of special education for determining instructional material needs and training priorities. In conducting the school-wide assessment, the department is to utilize the following methods:

A. Canvass: The special education supportive staff members and campus advisory committees are to give suggestions for improving the SERS system.

B. Survey: Questionnaires are to be distributed to the SERS campus advisory committees for identifying SERS needs and training priorities.

C. Input: Supportive staff members and special education teachers are to have the opportunity to reflect their concerns about the SERS system to the director of special education and/or SERS representative.

The SERS needs assessment is to be compiled into a summary report and utilized by the department of special education for prioritizing SERS system priorities. Identified SERS priorities are to be reflected in the special education three-year plan.

III. ORGANIZATION

The SERS is to include teacher collections, SERS campus collections and a centralized circulation facility collection for utilization by the supportive staff and teachers serving the handicapped.

The SERS is to be administered and coordinated through the director of special education and the designated supportive staff member in cooperation with special education teachers. Their responsibilities and the teachers' are to include the following:

A. Director of Special Education and/or SERS Representative

1. The coordination of instructional equipment and materials/services offered to the handicapped students participating in special education programs provided by the school district and through the Regional Program for the Visually Handicapped and the Regional Program for the Deaf.

2. The coordination of Special Education Instructional Materials Center services offered through the Education Service Center, Region II.

3. The conducting of an annual needs assessment for determining SERS needs and priorities.

4. The distribution of instructional equipment and materials purchased or requested by special education teachers.

5. The dissemination of information about instructional equipment and materials for the handicapped.

6. The identification and labeling of instructional equipment and materials purchased with special education funds.

7. The maintenance of the centralized collection of instructional equipment and materials for the handicapped.

8. The maintenance of all SERS accountability records
   a. Budget
   b. Equipment and materials inventory
   c. Purchase Orders
   d. Requisitions
   e. Record of Expenditures
   f. Other, when appropriate

9. The ordering and approval of instructional equipment and materials requested by the special education teacher.

10. The maintenance, updating and dissemination of the SERS materials catalog.

11. The maintenance and updating of the SERS retrieval system.

12. The purging of instructional equipment and materials housed in the centralized circulation facility collection.

13. The scheduling of staff development and training provided through the department of special education and in cooperation with the Education Service Center, Region II SEIMC representative.

14. The preparation of a SERS budget and the designation of those funds.

B. Special Education Teachers

1. The purging of instructional equipment and materials included as part of the campus collections material inventory list.

2. The selection and ordering of appropriate instructional equipment and materials for the handicapped through campus SERS advisory committees, except for materials ordered from the teacher allocation.

3. The completion of an instructional equipment and material inventory list.
   a. September
   b. April

4. The maintenance (care) of checked out instructional equipment and materials.

5. Participation in the annual SERS needs assessment for determining needs and priorities.
   - SERS campus advisory committee

6. Participation in staff development and training activities scheduled by the department of special education, when appropriate.

7. Participation on the SERS campus advisory committees for determining appropriate instructional equipment and materials for the handicapped and other duties.

An advisory group is to be formed on each school campus as part of the SERS system. The committee is to be composed of the special education teachers and have the following responsibilities:

A. Recommend instructional equipment, materials and programs to be purchased as part of the centralized circulation facility collection.

B. Participate in the SERS system needs assessment.

C. Analyze and select instructional materials and equipment to be purchased as part of the campus SERS collection.

D. Approve instructional materials and equipment to be purchased for the handicapped.

E. Serve as a resource group for the department of special education in determining training needs and priorities.

IV. SERVICES

SERS services are to be available to special education teachers and regular education teachers, when appropriate through the department of special education. The following primary SERS services are to be offered:

A. Loan of items from the collections of instructional equipment and materials for the handicapped.
   1. Instructional materials (child-use materials)
   2. Professional materials
      - books

B. Training and information on the effective utilization of equipment and materials for the handicapped.

C. Information on new products and programs for the handicapped.

D. A centralized catalog system for ordering instructional equipment and materials for the handicapped.
   - Special education office

E. Access to information retrieval program for matching appropriate instructional materials to the learning needs of the students.
   - Manual system

F. Services from the Education Service Center, Region II SEIMC
   1. Instructional equipment and materials collections
      - Review
   2. New products and programs for the handicapped
      - Review
   3. Professional books
   4. Project Loan materials
   5. Open houses
      - Materials preview
   6. Training materials

G. Dissemination of Information

H. Demonstration of instructional equipment and materials for the handicapped.

V. PROCESS AND PROCEDURES

The process is to include procedures governed by policies and administrative procedures established by the Texas Education Agency and those established by the Flour Bluff Independent School District for SERS. The following guidelines are to be utilized by the department of special education in implementing and maintaining the special education resource system:

A. Eligible Users

Eligible users of the SERS system are to include special education teachers, support personnel and regular education teachers who have handicapped students in their room for mainstreaming purposes. Professional books are to be made available to all professional and aide personnel employed by the school district.

B. Selection of Materials

Special education teachers and other personnel involved in the selection of instructional equipment and material for the handicapped, are to consider the following when selecting instructional (child-use) materials:

1. Analysis of instructional equipment/materials except for consumable supplies and items $10.00 and under.

2. Availability of training on the effective utilization of the equipment and materials.

3. Instructional materials already purchased and available for utilization.
   - SERS System Catalog

4. Instructional arrangements utilized in the classroom.

5. Student's educational needs as stated on the individual education plan.

6. Student's learning style

Reference Items One, Two and Three

C. Ordering Materials

Special education teachers are to be allotted each school year $50.00 for their own utilization in the classroom. A portion of this allocation may be spent on consumable materials which are defined as any instructional (child-use) supplies to be used within one school year. The remainder of the allocation may be used for any instructional (child-use) equipment and/or materials to be used by the handicapped students.

To order the materials, special education teachers are to complete a requisition form in triplicate and it is to be approved by the building principal. The approved form is then to be forwarded to the special education office for approval and processing. The requisition is to be completed fully and contain the following information.

1. Name of person requesting items
2. The name and address of the company
3. The quantity of the items requested
4. The catalog number
5. A description of the item(s) being requested
6. The unit and extension price
7. The total and net total cost
8. The principal's signature and approval

Reference Item Four

In addition to the above funds an allocation is to be made available to each SERS campus advisory committee for ordering instructional equipment and materials to be utilized by the special and regular education teachers serving the handicapped on that school campus. It is important in analyzing and requesting materials, that consideration be given by the committee in approving items that can be shared and utilized by eligible users teaching other units of instruction.

The committee is to complete the requisition form in triplicate, fill out and sign the SERS committee request form and have the building principal approve and sign the requisition form. The above forms are to be submitted to the special education office for approval and processing in care of the SERS representative.

Reference Item Five

An up-to-date file of publishers catalogs is to be maintained by the special education office in cooperation with the Education Service Center, Region II SEIMC. The catalogs are available upon request to the SERS representative and may be checked out for a period of two weeks.

D. Checking out Materials

Upon receipt of the ordered materials, the special education office is to check out the materials to the special education teacher for the designated loan period. Eligible users are to check out the materials directly from the centralized circulation facility collection. The circulation card is to indicate the loan period, title, subject code, the person to whom it is issued and the date. The centralized circulation facility materials are to be checked in at the end of the loan period.

E. Loan of Materials

Instructional equipment and materials, except consumable supplies and items under $10.00 purchased through the SERS are to be loaned to the borrower for the designated period of time marked on the circulation card. Materials requested through a SERS advisory committee are to be initially loaned to the teacher who is indicated on the requisition form to receive the item(s).

Instructional equipment and materials ordered through a SERS advisory committee are to be loaned for an indefinite period of time unless the item(s) are requested by another eligible user within the building. Then they are to be on loan for a period of six weeks and made available to the requesting party. The SERS representative is to make the teacher aware that the item(s) have been requested and the date they are to be made available to the requesting party.

Instructional equipment and materials requested from the centralized circulation facility collection are to be checked out by the borrower for a period of six weeks, semester, or one year depending on the number of teacher requests for the item(s). The centralized circulation facility is to be open on Tuesday from 3:00 p.m. to 4:00 p.m. each week for checking out instructional equipment, materials and professional books.

Professional books are to be checked out from the centralized circulation facility at the above designated time for a period of two weeks. The requesting party may check out a book for additional time if there has not been a "hold" placed on the book.

Professional books are available to check out from the Education Service Center, Region II SEIMC. A listing of these books is available from the education service center.

F. Delivery of Materials

The special education office is to be responsible for the delivery of instructional equipment and materials ordered by the teacher or through a SERS advisory committee. Special education teachers, supportive staff members and regular teachers serving the handicapped are to check out and pick up requested instructional equipment and materials from the centralized circulation facility collection.

G. Materials Inventory

During September and April of each school year, the SERS campus collections and the centralized circulation facility collection are to be inventoried by the special education staff.

Inventory lists are to be disseminated through the special education office to the special education teachers, with the teachers verifying the items that are in use in their classroom; identifying the items that are to be purged or have been lost; and the condition of the equipment and materials. The inventory listing is to be passed from teacher to teacher on the campus, with the completed inventory being returned to the special education office on the requested due date.

Reference Item Six

H. Purging

Unusable and lost instructional equipment and materials are to be purged and identified on the appropriate material inventory list at the time the materials inventory is conducted by the department of special education. The identified item(s) are to be removed from the SERS catalog and the catalog card is to be filed in the purge/lost file. Consumable supplies and items $10.00 or under not catalogued are not to be purged.
The following guidelines are to be observed in determining which instructional equipment, materials or programs are to be purged:

1. Materials of Very Poor Appearance or Quality Badly bound and printed editions; small print, shabby binding, dull print, poor illustrations, thin paper through which print shows from another page; poorly printed components of a kit which contains illustrations which are outdated or poorly put together; inappropriate or badly produced audiovisuals and manipulates.

2. Materials of Poor Content Those which contain: outdated information, superseded editions; out of date visual material, etc.

3. Materials With Missing Parts Parts are missing which make the materials unusable.

4. Materials Which Are Missing Equipment and materials are reported lost or stolen.

Equipment and materials with missing parts are to be turned into the special education office through the SERS Representative.

Instructional equipment and materials which need reparing, are to be fixed if the cost is not prohibitive before the items are purged. These items are to be turned into the special education office through the building principal.

I. Subject Code

Eight digit call numbers are to be utilized by the department of special education for coding instructional equipment and materials ordered as part of SERS, except consumable supplies and items costing $10.00 or under. Subject codes (62 through 72) are to be utilized for instructional materials and codes (01 through 27) are to be utilized for professional materials. The above numerical prefixes are to constitute the first two digits of the call number for both student and professional materials. The coding system is as follows:

65 - 0175-01 Math Subject Code (Student Material)

07 - 1502-01 General, Exceptional Children Subject Code (Professional Material)

After the first two numbers (subject code) are assigned for each item, an accession number system is to be used for the next four digits; these digits, along with the remaining two for the copy number, comprise the SERS call number for any item.

Within each subject category such as 65 - Math, the first Title catalogued is to be designated as 65-0001-01. Other copies of this identical item would retain the first six digits (65-0001); the last two digits are to vary to differentiate copies. If one had three copies of "My Math Workbook," the call numbers would be 65-0001-01; 65-0001-02; and 65-0001-03.

The next title catalogued would be 65-0002-01, and so on for other titles.

Reference Item Seven

J. Circulation Cards

A circulation card file is to be maintained and updated by the special education office for each item purchased with special education funds, except for consumable supplies and items costing $10.00 or under. Cards are to include the following information:

1. Title of Material
2. Author
3. Loan Period
4. Borrower
5. Due Date
6. Funding Source

K. Receipt of Materials

The SERS representative and/or special education office secretary are to check the materials that have been ordered to ensure that all parts are included and that the materials are not damaged. When materials are damaged or parts are missing, the company is to be contacted and payment is not to be made until it is corrected.

L. Labeling

Once an item has been assigned a subject code number, it is to be labeled with the appropriate information. It should include:

1. Purchase Order number
2. Purchase Order amount
3. Subject code number
4. Contents list, when appropriate
5. Funding Source

M. Information Retrieval System

The SERS materials catalog is to be available to special education and regular education teachers in locating appropriate instructional equipment, materials and programs available in the district for the handicapped. The Education Service Center, Region II SEIMC Select Ed Information Retrieval System is also available for teachers in reviewing appropriate instructional materials. Personnel wanting to use the SEIMC retrieval system are to contact the SERS representative.

N. Dissemination of Information

The department of special education is to disseminate information about instructional material to special education teachers and regular teachers, when appropriate. Dissemination is to include the following:

1. Information on service available
2. Information on new materials and programs
3. Information on training activities
4. Services and programs provided by the Education Service Center, Region II SEIMC
5. Professional books listing

VI. OTHER RESOURCES

Teachers of handicapped students are eligible for other resources provided through SERS, the Texas Education Agency, regional programs for the handicapped and other agencies. Resources include the following:

A. Textbooks for Special Education

1. Students enrolled in special education programs are entitled to the same percentages of state adopted textbooks as other students based on individual needs.

2. Adoption textbooks used in the Texas public schools are available to handicapped students at the grade level in which they are achieving.

Requests for state adopted textbooks are to be submitted and approved by the building principal. Textbooks are annually requested from the Texas Education Agency for the coming school year.

B. Textbooks, Materials, and Media for the Visually Handicapped

- Students registered with the Texas Education Agency as visually handicapped are eligible for appropriate equipment and materials provided through the Regional Program for the Visually Handicapped, Texas Education Agency and the American Printing House for the Blind.

Teachers requesting aids, equipment or materials for the visually handicapped or hearing impaired students are to contact the SERS representative or the director of special education about procedures to be followed in obtaining these items.

C. Technical Assistance

Technical assistance is available upon request from the SERS representative in assisting special education teachers or SERS advisory committees, in selecting and/or utilizing instructional equipment and materials for the handicapped. The SERS representative is to be contacted at the special education office.

D. Training Activities

Training activities, and/or material demonstrations are to be scheduled by the department of special education in cooperation with Education Service Center, Region II SKIMC and publishers.

REFERENCES

REFERENCE ITEM ONE

REFERENCE ITEMS ONE, TWO AND THREE WERE PRODUCED BY THE DIVISION OF SPECIAL EDUCATION OF THE TEXAS EDUCATION AGENCY

CRITERIA FOR THE SELECTION OF INSTRUCTIONAL MATERIALS

The following considerations should be made when instructional materials are selected for acquisition and use with exceptional children and/or youth.

External Considerations

1. Designation of user population—who will have access to the materials; if materials are to be located in a Center, the number of teachers and the number of students to be served by those teachers should be determined;
2. Stipulation of kinds of learning problems evidenced by the students who will be assisted through the program;
3. Indication of instructional settings in which the teacher(s) will be working (self-contained classroom, resource room, itinerant teacher, aide-directed activity, etc.);
4. Specification of areas of need within content and/or the cognitive-perceptual areas (reading, mathematics, language development/auditory, visual, perceptual-motor developmert, etc.);
5. Identification of community considerations (multi-ethnic, urban, etc.);
6. Definition of philosophy of the school community (open-classroom concept, Plan A, Plan B, etc.).

General Considerations:

1. Is the material different from other materials now available?
2. Is the material already state-adopted for regular education and perhaps available to teacher?
3. Does the material appear to be usable with individuals with problems in learning (are there safety features which need to be considered)?
4. Does the material fit the specific needs of the students and teachers
   ...for developmental learning?
   ...for remediation?
   ...for supplementary or reinforcing instruction?
5. Is the cost within budgetary limitations?
6. Is equipment necessary for utilization? If yes, does the budget allow purchase?
7. Is any part of the material consumable? If so, are replacement parts easily available? Is the price reasonable and does the budget provide for replacement parts?

Specific Considerations:

1. Is the material provided by a reliable firm which has consultants in the field of education and the specific content or learning areas?
2. Is the vendor available for follow-through activities of training of teachers in use of the material, servicing of equipment, supplying of revisions of materials, etc.?
3. Are teaching objectives stated in behavioral terms?

Criteria for the Selection of Instructional Materials

(Specific Considerations, continued)

4. Curriculum Emphasis:

   Does the material fit the existing objectives of the curriculum?
   Can the material be extended to other phases of the curriculum?

5. Content:

   Is the material organized for sequential development of concepts/skills?
   Does it enable the student to practice and maintain concepts/skills?
   Is there provision to evaluate progress? — for the student?
   — for the teacher?
   Does it allow the student to explore, do problem solving, discover?
   Does it allow flexibility?
   Does it provide for individual differences?
   Will the material motivate the student to learn?
   Are the sensory approaches applicable or appropriate?

6. Appropriateness:

   Is the content appropriate?
   Is the interest level appropriate for the age group?
   Is the reading level valid and appropriate?
   Is the vocabulary appropriate?
   Are the graphic illustrations clear and appropriate?

7. Instructions:

   Are the instructions for the student clear, concise, easily understood?
   Are the instructions for the teacher appropriate and easily followed?
   Do the instructions allow for independent use by the student?

8. Physical Characteristics:

   What is the format (textbook, kit, programmed material, etc.)?
   Is the type size, paper, binding, material used in construction of good quality?
   Is the material portable? What is the storage factor?
   How many pieces are included in the set or program?
   Does the piece of material appear to be durable? Are replacement parts available?

9. Will the material require inservice training by the users? If yes, is this training available from the producer? If so, in what format? At what cost?

10. Will the material require adaptation or modification for use?

11. Is there information available indicating field testing or classroom research in the utilization of the material with learners?

12. Is this the best piece of material to accomplish the objectives for this price?

REFERENCE ITEM TWO

SUGGESTIONS FOR COMPLETION OF THE ANALYSIS OF INSTRUCTIONAL MATERIAL FORM

1. Title: List the complete title, with secondary title, if indicated. Indicate what edition the material may be; indicate if it is a revised edition.
2. Price: List the price for the item; if the item is a total program or a kit, the price(s) for each of the components or separate pieces may be listed under "Separate Pieces, if applicable; price" indicated lower down on the form.
3. Author(s), Consultant(s) or Editor(s): List the name or names of the individuals who created the material; circle the term which applies to the individual(s) responsible. Note: Compiler is another descriptive term for an individual who may have had chief responsibility for gathering of the material.
4. Copyright Date: List the copyright date which appears on the item; if the item is reprinted from an earlier copyright, you will want to indicate the date of copyright and then show the printing, i.e., c1969, 7th Printing.
5. Content or Cognitive/Perceptual Area: Indicate the content area (Language Development, English Composition, Grammar, Reading, Handwriting, Mathematics, English as a Second Language, etc.) or Cognitive/Perceptual Area (auditory perception, visual perception, visual closure, perceptual motor, etc.) for the item.
6. Other Educational Application: Indicate if the material can be used in some other educational application other than the one specifically indicated.
7. Format: Indicate the form of the material, i.e., Multi-media kit (itemize parts indicating format—audio tapes cassettes , workbooks, picture cards, teacher's guide, etc.), Study Prints, Textbook, Workbook, Worktext, Teacher's Edition, Teacher's Guide, Newspapers, Book, Filmstrip, Recording, 2" x 2" Slides, Puzzle, Game, etc.
8. Developmental, Remedial, Supplementary/Reinforcing: Indicate with a check-out whether the material is indicated as being developmental, remedial, or supplementary in scope. Some materials may be remedial in classification, yet be developmental in scope.
9. Consumable, Reusable, Can be Handled Independently: Check whether the material is consumable or reusable; some material can be handled independently by the student.
10. Presentation: Indicate the form of presentation suggested by the producer as to whether it can be used in a large group, small group, or on a one-to-one basis.
11. Educational Level: Indicate the educational level of the material as suggested by the producer.
12. Interest Level: Indicate the interest level of the material; this may be done by indicating that the material is appropriate at the Infant Level, Early Childhood Level, Nursery-School Level, Kindergarten, Primary Grades, Middle School/Intermediate Grades, Junior High School, Senior High School, Adult Basic Education Level.
13. Reading Level: Show the overall reading level of the material; if the information is available, indicate the reading level of the material at the beginning and at the end.
14. Readability Formula Used: If a reading level is indicated, note the formula by which the reading level was ascertained.

Suggestions for Completion of the Analysis of Instructional Material Form - (continued)

15. Time Allotment for Use: Two time allotments should be available to the user: (1) how much time per day or per lesson is suggested, and (2) the suggested length of time for using the material, i.e., 280 lessons, 1 year's program, 15 lessons, etc.
16. Equipment Necessary: List the equipment and other media which will be needed in the presentation of the material.
17. Objective(s): Cite the objectove or objectives indicated by the producer of the material being examined.
18. Modality/Process: Input
Response Output of Learner: Indicate the modality/process which will be utilized in presenting the material to the learner and the learner's output or response. For example, the input may be a fine visual-motor process (arrangement of pictures in a sequence) and the learner's output may be visual memory or recall and fine motor activity (when he has to take the cards which have been picked up and handed to him, and rearrange them as they had been placed on the table or desk).
19. Instructions: For the Teacher:
For the Learner: Indicate the instructions which are provided for the teacher (possible in a Teacher's Edition, Teacher's Guide, Teacher's Manual, Instruction Sheet, etc.) and the appropriateness of these; indicate what instructions are available for the learner and whether or not he or she is expected to read the instructions without teacher or aide assistance.
20. Physical Characteristics: Indicate the number of pieces (if a kit, game, etc.), size of print, quality of paper or cardboard on which printed, graphics, or illustrations—their quality and appropriateness, portability, storage factor, durability, etc.
21. Unique Characteristics, if applicable: Indicate any unusual characteristics built into the material, i.e., a cartoon format, inclusion of teacher training material built into the kit, correlation with a test such as ITPA, etc.
22. Description: Give an over-all description of the material.
23. Separate Pieces, if applicable; price: If there are separate pieces which make up the material being described, these should be listed and the price for each indicated, if they can be purchased.
24. Adaptation or Modification to be Made to Fit Learning Needs of Student(s), if Applicable: If adaptations or modifications need to be made to have the material better meet the needs of exceptional children and/or youth, ideas concerning these should be indicated.

Note: Only positive information should be recorded on the form; if some of the above information requested is not available, then the form should be left blank in that portion.

For easy use the form could be placed on a 5 1/2" x 8" card.

REFERENCE ITEM THREE

ANALYSIS OF INSTRUCTIONAL MATERIAL

Title: _____ Price: _____
Author/s, Consultant/s or Editor/s: _____
Publisher and Address: _____
_____ Copyright Date _____

Content or Cognitive/Perceptual Area: _____
Other Educational Application: _____
Format: _____
Developmental_____; Remedial_____; Supplementary/Reinforcing_____
Consumable_____; Reusable_____; Can be handled independently_____
Presentation: Large Group_____; Small Group_____; One-to-one Basis_____
Educational Level: _____; Interest Level_____
Reading Level: Over-all_____; At Beginning_____; At End_____
Readability Formula Used: _____
Time Allotment for Use: _____
Equipment Necessary: _____
Objective/s:

Modality/Process: Input_____
Response Output of Learner_____
Instructions: For the Teacher: _____
_____
For the Learner: _____
_____
Physical Characteristics:

Unique Characteristics, if applicable:

Description:

Separate Pieces, if applicable; price:

Adaptation or Modification to be Made to Fit Learning Needs of Student/s, if applicable:

REFERENCE ITEM FOUR

REQUISITION

No. _____

Person Requesting _____ Date _____

Person or Department to use Materials _____

Company _____

Address _____

_____

_____

Quantity Desired	Catalog No.	Description: Color, size, etc.	Unit Price	Extension

To be used for: _____

_____

Approved _____
(Principal or Supervisor)

Approved _____
(Business Manager)

Comments _____

_____

Budget Code _____

_____

_____

Total Order $_____

Discount _____

Net Total $_____

Date Ordered _____

P.O. Number _____

REFERENCE ITEM FIVE

FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT

Department of Special Education

SERS COMMITTEE MATERIALS REQUEST

CAMPUS _____

TOTAL COST _____ DATE _____ 19 __

The SERS Campus Advisory Committee has analyzed and determined that the instructional equipment, materials or programs listed on the attached requisition (prepare in triplicate) are needed to implement a student's individual educational plan. The advisory committee also concurs that the requested materials are to be checked out to the person listed on the requisition form, but the materials are to be shared by all special education and regular education teachers, when appropriate, upon request through the SERS Representative. The instructional materials are then to be checked out for a period of six weeks.

The SERS Campus Advisory Committee form is to be signed by the members with the attached requisition forms being forwarded to the building principal for approval. The request and forms are then to be submitted to the special education office for approval and processing.

COMMITTEE MEMBERS

NAME	POSITION
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FORWARD TO: SERS REPRESENTATIVE
SPECIAL EDUCATION OFFICE

18

REFERENCE ITEM SIX

FLOUR BLUFF SCHOOL DISTRICT SPECIAL EDUCATION MATERIALS INVENTORY PERSONS COMPLETING INVENTORY

CAMPUS: _____ _____ _____

DATE: _____ _____ _____

SUBJECT CODE	QTY.	FUNDS	SERIES AND/OR TITLE	PUBLISHER DISTRIBUTOR	P.O. #	DATE PUR.	COST	CONDITION
19								

REFERENCE ITEM SEVEN

SUBJECT CODE

STUDENT MATERIALS	NUMBER
Language Arts	62
Social Studies	63
Health/Safety/Physical Education	64
Mathematics	65
Vocational and Guidance	66
Music and Art	67
Perceptual and Motor	68
Science	69
Materials for Visually Handicapped	70
Materials for Hearing Impaired	71
Equipment	72

PROFESSIONAL BOOKS	NUMBER
Language	01
Neurology	02
Cerebral Palsy	03
Child Development	04
Emotionally/Socially Disturbed	05
Curriculum Guides	06
Exceptional Children	07
Gifted	08
Hearing	09
Medicine	10
Mental Retardation	11
Rehabilitation	12
Reading	13
Remedial Education	14

PROFESSIONAL BOOKS	NUMBER
Speech	15
Testing and Reseaech	16
Vision	17
General Communication	18
Programmed Education	19
Psychology	20
Crippling Disease	21
Culturally Disadvantaged	22
Music, Arts, Drama, Crafts	23
Information Services	24
Inservice Education Materials	25
Instructional Materials	26
Health, Physical Education	27